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QUARTERLY REPORT

OCTOBER 1, 2011 – SEPTEMBER 30, 2012
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Learning Environment: Technical Support Program (LETS)

**Annual Report
October 1, 2011 to September 30, 2012**

**Quarterly Report
July 1 to September 30, 2012**

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Acronyms

ASK	ASK for Human Capacity Development / ASK – Arabia
DCU	Development Coordination Unit
DoGE	Directorate of General Education
ETC	Education Training Center
ERfKE	Education Reform for the Knowledge Economy
ERSP	Education Reform Support Program
FD	Field Directorate
IR	Intermediate Result
JHU/CCCP	Johns Hopkins University / Center for Communicative Change Programs
KAP	Knowledge, Attitudes and Practice Survey
LE	Learning Environment
LET	Learning Environment Team (School-Based)
LETS	Learning Environment: Technical Support Program
M&E	Monitoring and Evaluation
MoE	Ministry of Education
PBIS	Positive Behavior Interventions and Supports
PD	Professional Development
QA	Quality Assurance
RP	Restorative Practice
RtI	Response to Intervention
SG	Secretary General
SEL	Social and Emotional Learning
SOW	Scope of Work
SPTL	School Projects Team Leader
STC	School-to-Career
TC	Technical Committee
ToR	Terms of Reference
USAID	U.S. Agency for International Development
WG	Working Group

Executive Summary

This marks the fourth quarterly report for 2011-2012 – LETS first year, and includes a quarterly report for the July-September, 2012 period, as well as an annual summary for each component for the October 1, 2011 to September 30, 2012.

The program has enjoyed good relationships and receptivity at the Ministry of Education, and this has buoyed the implementation, despite three changes in ministers. There has been no change to Managing Director of General Education, Dr. Saleh Al-Khalaileh, who heads the LETS Technical Committee. Consequently, there has been more stability in the composition of the Technical Committee and working groups associated with the work of the component teams. The Ministry has been supportive of LETS technical work, and has been integrally involved in the work of the program, beginning with the General Survey Assessment of 2011.

Despite some delays in Year 1, significant progress has been made on all aspects of the program, with LETS beginning the implementation of its three-semester program in 120 schools in September 2012. In Component 1, a comprehensive survey of the status of learning environments in Jordan was completed in November-December 2011, with data analyzed and shared with USAID and the Ministry in late January and February. LETS submitted its findings on February 12th, and on the basis of feedback received, finalized the report in May, 2012, while issuing summary versions in Arabic and English. The data was subsequently used for program design purposes, and for selecting 320 participating schools in 10 priority field directorates (March-April, 2012). School specific assessment methodology and tools development were completed by May, but LETS faced challenges getting MOE reviews completed and enumerators deployed into schools by the end of the school year, and subsequently piloted tools, and collected community, parent and teacher data during the summer months, with student data collection set to begin in October 2012. LETS has since learned it needs to better accommodate MOE schedules and processes and is adjusting internal timetables accordingly.

In Component 2, the team designed a communications strategy with the Ministry beginning in March 2012, along with related message compendium, menu of activities and marketing plan. The architecture for a three-semester learning environment/positive behavior program comprising capacity-building (for school teams, principals, teachers and counselors), communications, school- and community-based projects, and quality assurance was finalized in July upon review by USAID and the MOE. Content development for Semester 1 is underway on a graduated timeline with the Ministry of Education. In Component 3, LETS worked with the MOE to draft a concept paper on an integrated accreditation and quality assurance system, beginning in February, 2012, which propelled the process of accreditor identification and the parallel development of standards. However, in April 2012, MOE and USAID agreed to drop accreditation from the program given the lack of a comprehensive accreditation strategy at the MOE and doubts about the Ministry's commitment and capacity to sustain a national accreditation initiative. LETS has since finalized a set of standards, designed a quality assurance system and authored an associated manual that are in the final rounds of review by USAID and MOE.

In Year 1 of LETS, there have been implementation delays due to: (a) an informed decision by the COP to invest significant project time in collecting primary data – more than originally anticipated, given the paucity of information on the learning environment, (b) a decision by to invest time in supporting a multidimensional and integrated accreditation and quality assurance system (beyond Healthy Schools), despite MOE incapacity to financially support and sustain pilot initiative, (c) late arrival of a local coaching service provider following an extended process of subcontractor selection (concluded March 31, 2012), (c) and (d) lack of some internal clarity around roles and responsibilities with respect to instructional designing of the three-semester program (and linkages between designers

and implementers/coaches), (e) parallelism in task completion along critical paths over the summer crunch period which resulted in some internal inefficiencies, and (f) inter-disciplinary challenges in forging a common vision of behavior change, bringing health-education, and communications-training perspectives together around best, evidence-based practices in education. In light of these challenges LETS has worked with USAID on a process for further simplifying the program design through a reworked SOW, switching the numbers in Cohorts 1 (from 200 to 120) and Cohort 2 (120 to 200 schools) to improve the coaching interface, and making project management changes to improve project planning, communication and team structure, in order to reflect current thinking and problem-solving around the program design. Improvement planning involves a change in LETS senior management as well as a review of internal processes.

This past quarter, LETS succeeded in fielding a full complement of coaches, collecting data, forming leadership teams in schools, and implementing a “soft launch” in schools over a two week period at the beginning of the 2012-13 academic year. LETS also gained MOE approval for the LETS three-semester program architecture, and developed an initial set of Semester 1 training materials to be delivered to school communities in early October. LETS entered schools over the summer, and began implementation two weeks behind schedule in the Fall of 2012, with a softer, but more participatory approach than originally planned. In the next quarter, LETS will be finalizing the bulk of training/coaching materials for the capacity-building program, processing school-specific survey results, launching school projects and procurements, finalizing its grants program, and implementing social marketing initiatives that reinforce school-led processes of learning environment improvement for behavior change. The team will enjoy a change in leadership with a new Chief of Party, and a reorganized team structure to carry the program forward.

I. Program Description and Goal

A. Overview of the Program

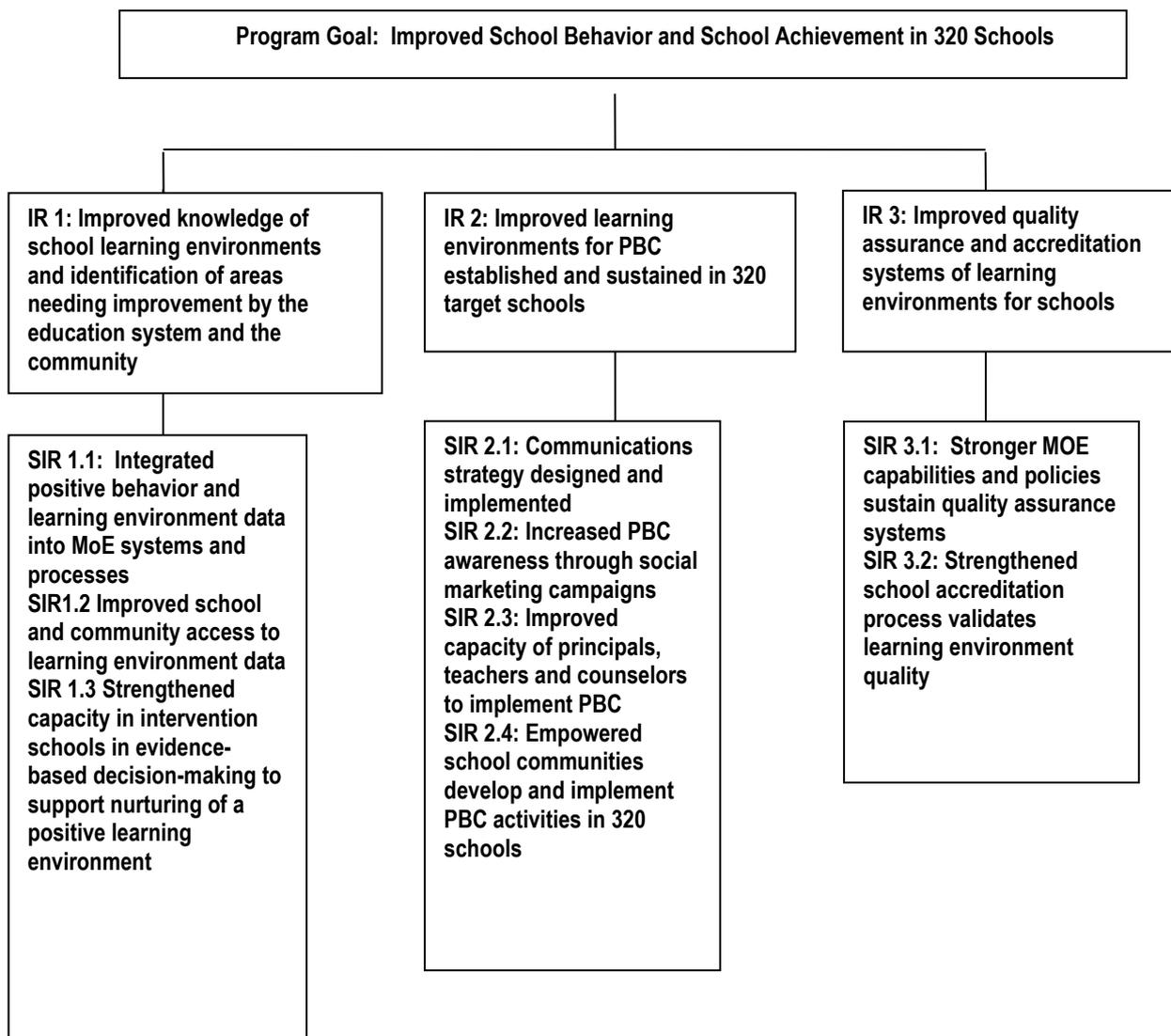
The Learning Environment: Technical Support Program (LETS) is a three-year, \$13.5 million dollar initiative with a two-year, \$6.5 million option period that assists the Ministry of Education to improve the learning environment in 320 schools (200 in the first three years and 120 in the option period). LETS began on August 8th, 2010 and is being executed by Creative Associates International (Creative), Johns Hopkins University Center for Communication Programs (JHU CCP), and ASK Arabia.

The rationale of LETS is three-fold:

- (a) Build awareness within school communities to support enabling environments that contribute to positive learning behaviors and school achievement, and reinforce positive change including reduced violence and bullying and increased healthy behaviors;
- (b) Establish effective and sustainable communications channels within schools and with the community;
- (c) Assist the Ministry of Education to develop a sustainable learning environment (LE) quality assurance and accreditation system.

The strategy to be employed by the program is one of evidence-based interventions that engage school and community in a process of learning environment improvement. By using strategic communications for behavior change, coupled with training on behavioral interventions and supports, LETS will assist system actors to facilitate school-community based projects that strive towards raising quality of the learning environment towards standards. LETS anticipates that quality improvements will have a noticeable effect on classroom factors, student attitudes and behaviors, such that a noticeable increase in student achievement is obtained as a result. To this end, Component 1, Assessments, will be used to determine the status of learning environments in Jordan and baseline performance in 320 schools. Component 2 will raise awareness, build capacity, and facilitate improvements through whole-school interventions and projects taking place over a three-semester period. Component 3 will assist the MOE to develop operational and standards-based learning environment quality assurance and accreditation systems. Consequently, assessment, implementation and evaluation of learning environments will become integral to the national system of education in Jordan.

LETS Project Results Framework



B. Program Component Areas

The following is a summary of our key activity under each component:

1. **Conducting Learning Environment Assessments:** in which a general survey assessment will describe the current situation of the learning environment in public schools and provide criteria for selection of 320 schools; establish baseline measures by conducting a school-specific assessment of the intervention schools; and initiate a quasi-experimental design that enables impacts to be measured through the comparison of intervention and control schools.

2. **Establishing Improved Learning Environments:** through the development of a strategic communications campaign that focuses attention on messaging surrounding conducive learning environments for positive behavior change and better student achievement, raising awareness, building capacity in schools and communities for change initiatives developed and owned by school and community. The program will raise awareness through social marketing, build capacity through whole-school professional development, and support learning-environment-related school improvement initiatives through mentoring, coaching and small grants. Community-building activities combined with school positive behavior interventions and supports will be building blocks for behavior change and social-emotional learning among all students.

3. **Institutionalizing Improved Learning Environment:** through the development of quality assurance and accreditation standards and systems that provide conditions conducive to growth and development, while instituting results-oriented validation of improvement processes initiated by schools and communities. The component will build the capacity of an external accrediting body, and will provide for the operationalization of QA and accreditation systems in the 320 schools supported by the program.

C. Summary for the Quarter

During the fourth quarter of 2011-2012, LETS reviewed its ability to meet its training objectives and adjusted the SOW to facilitate a streamlining of activities, enabling LETS to meet its ambitious, three semester training schedule while placing an increased emphasis on building a solid, foundational understanding of positive behavior change at the school level. LETS experienced implementation delays, however it achieved benchmarks under all component areas. Team members worked effectively with the Ministry of Education in gaining consensus on overall LETS program design, and its first set of associated training materials, enabling the program to be launched in 120 schools in September 2012, two weeks into the Fall Semester. The Ministry of Education remains highly engaged in the program. In spite of delays, components are close to meeting the goals set for this stage of the program with some activities nearing the end of their contribution to the program as planned. LETS has established a rolling design process for materials development – an approach which has garnered support from the Ministry and will be implemented on a pilot basis starting in the first semester, streamlining the process for approval thus obviating the need for what may be a time-consuming process under a Planning Committee.

USAID and LETS worked to increase the amount of coaches' time in LETS schools and to formalize the cancellation of the accreditation subcomponent. As a result, USAID requested a modification of the LETS SOW that would enable a 1:5 coach-to-school ratio. At the same time, USAID and LETS initiated bi-weekly progress reporting from June through August, and then worked on performance improvement planning in August-September to accompany the roll-out of the LETS program.

Provided in the sections below is the presentation of LETS activities, successes, general challenges and actions that have been taken relevant to this quarter.

Successes Achieved this Quarter

Component 1: LETS completed its revision of assessment tools, based on pilot testing conducted in May-June 2012, finalized the reports for community and parent focus groups, processed teacher survey data and reports, and began the training of enumerators, who will collect baseline data in October. To streamline and improve the process for data collection, LETS joined data collection instruments of the School Specific Assessment to the quality assurance data collection system. As the number of schools in Cohort 1 were reduced from 200 to 120 schools to facilitate an increase in coaching time at each school, the team completed a resampling of schools, and a modification of the

impact evaluation field plan along with a revised timetable for task completion. The MOE will be involved in data collection and analysis, and also in the quality assurance supervision of data collection.

Component 2: LETS succeeded in finalizing a three-semester design that was approved by USAID and MOE as the main architecture of the program. The training program outline was also finalized, submitted and approved, with materials addressing both teachers and counselors, but also with principals and school community leading the change process. Coaches began a soft program launch, engaging stakeholders in “warm-up” activities to solicit their motivation and inputs into changing their environments and improving behavior. Social marketing ideas have been drafted and shared with USAID and MOE, and a Menu of Interventions for school- and community-based projects was drafted, with a grants manual and seed fund mechanism under review. A draft RFQ for a basic package of materials for schools was also finalized and is ready to be released.

Component 3: LETS succeeded in finalizing, submitting and receiving MOE approval for learning environment quality standards. The team also drafted an accompanying quality assurance manual that has been submitted to USAID, and also to the MOE for review and comment. Many tools developed for the school-specific assessment have been incorporated into a consolidated quality assurance system, from which Component 1 will draw M&E data. Through discussions with USAID in September 2012, quality assurance will be a cornerstone for LETS sustainability strategy, institutionalization and capacity-building planning.

Challenges

During this fourth quarter our efforts primarily centered on implementing training in targeted schools as close to our targeted schedule as possible (the first week of September). LETS experienced a variety of challenges, including (a) timely task/content completion (and subsequent approvals of content), the lack of which contributed to the delay of the coaches’ formal entry into the schools by approximately two weeks, (b) a concern of whether school communities would have enough on-site exposure to LETS (both in terms of content and LETS coaching support) to be able to initiate school projects that support positive behavior change within a 3 semester period, (c) securing assurances that the MOE had the financial and political will to support an accreditation pilot initiative, (d) forging a common vision of behavior change – one that integrates health education and communications training with evidence-based practices of education.

These challenges required our: (a) simplifying the design of the LETS program, (b) providing increased coaching time in LETS schools, (c) cancelling the accreditation program, (d) integrating elements of Component 2, namely communications, capacity-building and projects, and (e) reflecting these changes within the three-semester program. Through active consultations between LETS, USAID and MOE, the project developed a streamlined approval process for LETS program materials. LETS is working with the Ministry to resolve outstanding issues of participant travel and meals during trainings. LETS is also consulting the Ministry on proposals to have Field Directorate core teams, and school-based learning environment teams comprised of technical (counselors and supervisors), and quality assurance staff. Ramadan fell this year at an awkward time – July/August – as preparations for the school year were intensifying. LETS engaged the MOE during this period.

Actions

With USAID involvement, LETS has intensified its efforts to bring program design and implementation processes to a conclusion with the Ministry of Education. A three-semester design has been simplified through consultations. At the same time, USAID and LETS have worked on a project modification plan that should bring greater efficiencies and effectiveness in helping staff meet deadlines as well as communicate and collaborate more effectively with each other. A timeline for

content development has been established with USAID enabling the program to start work in schools in September, and the Ministry has agreed to a content approval process on a provisional, pilot basis. In the coming quarter, LETS will develop Semester 1 and Semester 2 content and programming on a tight schedule established with USAID and MOE, while improving operations and communications internally.

This has sometimes required working with different working groups in parallel, examining critical paths, and prioritizing MOE review of those documents that are most critical to the program. The DCU over the past two quarters has been more involved in decisions regarding assessment, accreditation, capacity needs assessment, school team structure, and aspects of the PIL responsibilities between USAID and MOE. LETS will be using the capacity assessment to broaden involvement of field and managing directorates in ongoing dialogue and involvement in the program. More communication with FDs will be a concerted effort of LETS.

D. Summary of LETS in Year 1

Below, LETS successes, challenges and actions taken are presented, reflecting the progress during the past year, from October 1, 2011 through September 20, 2012. The challenges of LETS have reflected both working with the Ministry in approval processes, and equally, internal challenges in finding ways to design a three-semester program that is (a) feasible for schools, (b) in line with LETS budget and coaching resources, (c) reflective of psycho-social, behavioral and academic continuum of support that places primacy on the development of a universal, social environment, and (d) maintains compliance with the USAID contract. These challenges were largely overcome through intensive discussions in September 2012 between LETS, USAID and the MOE, by (a) increasing the coaching interface through savings associated with accreditation, and (b) reducing the Cohort 1 size from 200 to 120 schools, and (c) developing an improvement plan and restructuring LETS in order to bring in new management and able resources to design and deliver the services to participating schools.

Successes Achieved this Year

LETS has enjoyed a good year with notable achievements and accomplishments. During the summer of 2012, LETS intensified efforts to finalize many deliverables in order to ensure program roll-out in September. To capture time and stay on schedule, parallel processes, critical paths, and contingencies were being managed. The Ministry of Education remains highly supportive of the program, and coaches report initial successes in creating buzz and excitement around the program during the summer and over the first two weeks of school.

Component 1: The LETS Program succeeded in issuing the revised General Survey Assessment (GSA) Report of the Learning Environment in May 2012, with a first set of draft recommendations issued in July 2012. The GSA was then used to develop the methodology for school selection, with 320 schools selected and approved by the Ministry in May 2012. The School Specific Assessment (SSA) did not succeed in collecting data on students, teachers and staff prior to the end of the 2011-2012 school year, due to delays in MOE approval and internal challenges in reaching consensus on the size and nature of assessment items. Nevertheless, LETS worked on piloting these tools in May-June, and beginning SSA data collection with parent and community focus groups, school demographic data collection, and teacher surveys over the summer period. LETS entered this data and prepared summary data to be delivered to schools. In September, with Cohort 1 size reduced from 200 to 120 schools, LETS resampled the schools to participate in the quasi-experimental, impact evaluation. A new field plan was devised, and the team set to collect data during the week of October 8th.

Component 2: Using the data collected under Component 1, LETS began work on prototypes and concepts for student interventions (health ambassador, peer counseling, learning environment fairs,

menu of activities), as well as the communications strategy that would lay the groundwork for school-focused social marketing campaigns. Communications workshops took place in March and April – first with the central ministry and LETS in English, then with the leadership team in Aqaba, followed by internal orientation of the LETS coaches. At the same time, the three-semester program was conceptualized beginning in March, with design work intensifying in May-July. The team contributed to Knowledge Attitude Practice (KAP) Survey construction for formative program purposes and the impact evaluation in May, as well as analysis work on school support staff (health, resource room teachers, and counselors) as the communications strategy was finalized. Through September 2012, the team had submitted the LETS communication strategy, a message compendium and menu of activities, a LETS training program architecture, a first batch of training materials, a draft menu of interventions for school projects, and a social marketing plan that is both school-specific yet program-wide (see Section III. Deliverable or Result Status for submission and approval status). A grants manual has been drafted with seed fund mechanism under construction, for release of RFQs in early October.

Component 3: LETS worked intensively on assessment in the beginning months, while examining the frameworks being used for conceptualizing the learning environment. In January-February, the team worked on a Concept Note for Accreditation and Quality Assurance, which gained favor from the technical committee as an outline for, and means of establishing the system. The team with the MOE focused much attention on identifying potential organizations, and on arranging meetings with AROQAE, a local organization funded by Abu Ghazaleh Ltd., with inroads to the Arab League. The Ministry and team were reticent to move too far forward on standards without contributions from the external, independent accreditor. As sustainability was called into question, and accreditation dropped, LETS began drafting standards with the Working Group. With accreditors off the table, LETS devoted resources to provide other external consultants to help review standards drafted in committee, and to develop associated manuals and trainings for QA. These were finalized and placed in USAID and MOE's hands for review in September, 2012. They will be used as part of the program roll-out within the first six weeks of Semester 1.

Cross-cutting: LETS has continuously worked on its monitoring and evaluation plan, which will be rolled out with school-based program. During the year, LETS worked on a participatory approach with the MOE to develop its first-year and five-year implementation plans, and submitted a second-year plan to USAID reflecting changes in time tables and major milestones. A capacity needs assessment consultant, Dr. James Artesani, began a two-part assignment at the end of September. The project was formally launched in Jerash by the Ministry of Education on May 31, 2012. Coaches in the field organizing focus groups received positive press coverage, and programs have been launched with the help of 27 coaches in 120 schools as of this report.

Challenges

The major challenges faced by the program are general to all component teams and include the following issues:

1. Absence of a coaching services subcontractor through the end of March 2012, seven months into the project, required a small team of staff to fill in the gaps and implement and plan activities associated with the initial assessments, PBC communications orientations, three-semester program development. It also engaged management in a very prolonged process of tendering subcontractor services;
2. Coordination of staff efforts related to laying a solid, evidence-based foundation for the program included engaging LETS staff in an extensive analysis of data for the GSA. This limited LETS technical staff's ability in early 2012 to jump-start the next phases of their technical work thus causing delays in getting elements of the program in place for the Fall semester of academic year 2012-2013. In spite of the late recruitment of the M&E director

(post-assessment), LETS designed the study with assistance from an external consultant and met demands for elaborate and shorter report versions to be issued simultaneously. Management was effective in that the GSA (a) enabled many tools to be drafted for use in the impact evaluation (school climate/perceptions tools) and in the quality assurance system (environment scan), and (b) gaining MOE contributions to and ownership of the program in its early stages. Management learned it could be much more efficient in (a) organizing available internal and external resources to conduct the study in a more timely fashion, (b) pre-planning data collection in the initial weeks of the project (c) defining deliverables up-front with various end-users in mind, (d) expediting the process of analysis and writing, despite a very early publication of “quick reports” that summarized principle survey results for design purposes; and (e), proposing more appropriate school-specific target samples thus avoiding the need to reducing them in the summer of 2012 with the merging of the SSA and quality assurance system.

3. Building a substantive enough knowledge base among staff for evidence-based practices in learning environment/positive behavior programs;
4. A quick start up, coupled with an immediate and steep technical implementation schedule resulted in LETS simultaneously managing parallel processes, critical paths and start-up contingencies, all of which contributed to some of the inefficiencies noted above. As partners began at different times, designs and frameworks were finalized accordingly. This came at a time of pressing deadlines and a review of resource needs for field coaches. With USAID and MOE support, LETS put into effect a second-best strategy consisting of a “soft-launch” in schools, reduced Cohort 1 (120 schools), and a streamlined capacity program that enabled it to begin work two weeks after the start of school;
5. Occasionally not planning for enough lead time to get timely MOE responses to some official requests, including responses related to: assessment issues, the release of the General Survey Assessment Report, and approval of school-specific assessment tools. MOE responses on major issues have come after considerable interventions by the team.
6. Lack of senior MOE engagement in technical review decisions and directions; articulating vision for MOE to support the learning environment, and supporting longer-term sustainability (e.g. accreditation);
7. Specific field directorate and school challenges included reticence of boys’ schools to join the program, unsafe environments in certain school-communities; and selection of low-quality environments for the LETS program.

Associated Actions

LETS is reviewing its internal management approach and in addition to addressing some of its coordination challenges, it understands it may need to better accommodate the time it takes to get the necessary feedback and approvals from the MOE so that implementation is not delayed. To respond to both LETS management challenges and MOE issues that affect LETS programming, the LETS team has followed up with USAID and/or the Ministry to resolve a number of important internal and external issues and is taking the following actions:

- Rectifying management inefficiencies highlighted above through a project modification plan (with guidance from USAID), including: a further clarification of subcontractor roles within a now-complete team; defined team and individual responsibilities of staff; streamlining processes for approvals, materials production, translation, etc.; and instituted quality assurance processes.
- Improvement of program monitoring and tracking between June-August, 2012 at USAID’s request;
- Providing unified, direct correspondence to the Minister with cc:’s to DCU Firyal Aqel, and DoGE Dr. Saleh Al-Khalaileh at the Ministry’s request;
- Organizing an Analysis Committee to streamline Component 1 approvals;

- Providing a forum for MOE discussion on the learning environment via working group discussions, implementation planning, and a review of the GSA report;
- Proposing a streamlined training approval process to DoGE and ETC;
- Engaging Ministry editors at earlier stages in the review process;
- Increasing its time and efforts with the Ministry to prepare work and responses at MOE's request (i.e. training requests, accreditation scope of work, etc.);

Working with the Ministry remains a challenge, but throughout the year, LETS has understood it needs to accommodate MOE timeframes and processes more effectively. We have found ways to support the MOE and prompt engagement. The recently-signed PIL outlines responsibilities and time frames for approvals and actions, which will be built into all work plan activities – agreed-upon with the Ministry itself.

In terms of the prospects for longer-term sustainability of the program, and MOE involvement in program design and implementation, General Education is at once supportive, but not proactive in engaging those outside the Managing Directorate, particularly senior secretary generals and the Minister in discussions about learning environment improvement. During the year, although given assurances of the minister's interest in the program, Dr. Tayseer's successor delegated tasks to H.E. Secretary General Settam. Former minister, Dr. Faiz Al-Saudi, had expressed some interest in the learning environment – a main priority for the Ministry now and in the future – but has not been adequately informed about LETS. Although these factors do not hurt immediate implementation of the program, the way is not yet currently paved for higher-level sustainability and institutionalization. While LETS invested in creating awareness and consensus regarding Learning Environment Accreditation by an outside body, the MOE's own strategy for accreditation was missing, as were the financial contributions to such a system. Consequently, accreditation was dropped. LETS organization of its own project launch came at the last minute due to missed communications within the Ministry, leading to significant investments of staff time – and the event was not used to publicize the General Survey Assessment and to launch planning of its dissemination.

Overcoming some of LETS management challenges has been main focus of our efforts as it impacts our timing for approvals and responses with the MOE. However, LETS has also invested considerable time into overcoming a main external challenge in the area of learning environment accreditation. LETS was successful in gaining consensus on the nature of an accreditation and quality assurance program – three semesters in length – that might build a more comprehensive vision and system for all schools. Despite the challenges, LETS has been true and pro-active in working through the Ministry of Education in implementing its scope of work to the extent it can. Working groups have been engaged in all aspects of the program. .

II. Program Component Activities and Progress

For each component and sub IR area, key activities and successes, challenges, and actions to be taken are identified. At the end of each component section an annual year one summary is offered. A detailed chart of Program Components, Tasks and Sub-activities and their status pertaining to the fourth quarter is attached to this report in Annex 1.

E. Program Component 1: Conducting Learning Environment Assessments

LETS conducted a general survey of the learning environment in Jordan, working with the Ministry of Education on the design of the instruments, data collection, analysis, recommendations and reporting.

The exercise yielded an initial framework for a school-wide culture and climate – caring, safe, healthy and engaging – which has helped in designing the program, associated behaviors, priorities for quality assurance, messaging for the social marketing work. LETS plans on working with the MOE on disseminating this data to stakeholders and school communities participating in the program. LETS is also conducting impact evaluation studies and has developed tools and instruments that stand at the intersection of quality assurance and monitoring and evaluation, as data from quality assurance will be used as baseline assessment data for the program.

The fourth quarter of 2012 was very intensive, as LETS refined the school specific assessment-quasi-experimental design, re-selected 120 schools, resampled the data, reconstructed the research field plan, finalized the analysis and reporting plan, generated focus group reports (community and parents), generated teacher survey reports, and prepared for fielding the impact evaluation (code book finalization, code generation, printing of surveys, training of enumerators).

Objective 1.1 General Survey Assessment of Learning Environments

Successes Achieved in Quarter 4

- Authored recommendations reviewed by the LETS Technical Committee

Challenges

- See Objective 1.2 Below.

Actions to be taken

- Publish the final reports that meet the needs of various end-users in evidence-based decision-making.

Objective 1.2 Dissemination of Assessment Data

Successes Achieved in Quarter 4

- The LETS team worked with the Technical Committee to identify the main recommendations that would be issued from the General Survey Assessment report;
- The LETS team filed the final Arabic and English versions of the report containing the initial recommendations.

Challenges

- The Ministry of Education has not been forthcoming in releasing GSA data or the GSA report to stakeholders and the public, citing lack of recommendations as being an issue. This hinders use of findings for raising public awareness and for program materials (i.e. strategy documents, trainings, etc. that raise awareness among public and school communities of the issues that LETS is addressing) ;
- The recommendations issued by committee were not effectively presented and summarized; nor were the recommendations reflective of the depth of the report, nor detailed in presentation;
- Some at the Ministry preferred to have generic recommendations that are not critical to current practice and operations at the MOE.

Actions to be taken

- Work with experts and select members of the MOE on review of the findings and draft recommendations of the report, and provide a final version of the recommendations to the Ministry in November 2012;
- Hold a workshop with the Technical Committee to go over the findings and recommendations, December 2012;

- Prepare a dissemination plan, and tailor reports to meet the specific needs of various end-users, including school communities served by LETS in January 2012.

Objective 1.2 Improved school and community access to learning environment data

Successes Achieved in Quarter 4

- The LETS team resampled schools in September in order to identify intervention and control groups for 120 Cohort 1 schools – down from 200 schools identified earlier in the year.

Challenges

- The identification of schools required random selection, rather than convenient selection.

Actions taken

- Finalized the random selection/assignment and provided the list of schools to USAID, which informed the Ministry.

Objective 1.3 School Specific Assessment / Impact Evaluation

Successes Achieved in Quarter 4

- Fine-tuned and piloted the SSA in 200 schools over the summer months;
- Finalized preparations for the Impact Evaluation baseline data collection; including all the needed preparations (constructing the research field plan, finalization of the analysis and reporting plan and the preparation of the field plan (i.e.: code book authoring, code generation, printing of surveys, and enumerators training preparation);
- Produced focus group reports (community and parents) together with the teacher and administrative staff survey reports for the 120 schools that are now ready for dissemination.

Challenges

- Linking the SSA and QA, which were worked on in parallel but not wholly converging as planned. SSA assessments were planned for M&E baselines in anticipation of their being used as QA evidence. As QA design progressed, some tools were deemed non-priority (i.e. extensive school climate survey data that would not inform the immediate school self-evaluation review), and others were incorporated directly into the quality assurance system (i.e. classroom observations, environmental scan). A lack of clarity between boundaries and tools for QA and M&E resulted, which was later resolved;
- Reducing selected 200 schools to 120 schools in Cohort 1, making adjustments to the sampling frame and field plan, so that the assessment maintained integrity (e.g. scientific randomness of school assignment to Cohorts 1 and 2), and avoided contamination (timing with proposed sequence of program roll-out). Some of the schools were not officially informed by the MOE of their move from Cohort 1 to Cohort 2, and LETS was not sufficiently pro-active in reaching out to the schools and leading communication on the issue.

Actions to be taken

- Collect impact evaluation data, using enumerators from the Ministry of Education, entering and cleaning data for analysis during the next quarter, per the analysis and reporting plan;
- Analyze the data and construct baselines for the Performance Measurement Plan;
- Assist LE teams and schools to analyze the reports generated through the SSA for their use.

COMPONENT 1 OVERVIEW SUMMARY FOR YEAR 1

Major Accomplishments of Year 1

The General Survey Assessment was conducted in December, with data analyzed in January, 2012 involving extensive primary data collection in a nationally-representative sample of schools at 90% confidence interval; drafts of the report were finalized between first submission and second submission, February-May, 2012, with recommendations reviewed in May and published in July, 2012;

- Schools were selected using a rigorous methodology developed by LETS; 320 schools were placed in Cohort 1 and Cohort 2; the schools were again resampled rigorously in September, 2012, as 120 schools were placed in Cohort 1, and 200 in Cohort 2;
- School specific assessment/impact evaluation tools were field tested in May-June 2012 with changes incorporated into the final tools;
- Focus group discussions (parents and community), demographic data and teacher and staff data were collected during the summer months, prior to the implementation period, with data summarized for school use;
- Enumerators have been trained to administer the school specific assessment/impact evaluation in intervention and comparison groups established for Cohort 1 (120 schools), and Cohort 2 (200 schools).

Major Challenges this Year

- Delays were considerable in implementing Component 1 activities, initially because LETS was not convinced that secondary data would provide a comprehensive view of the learning environment in Jordan. With MOE backing for mixed method of primary and secondary data analysis, the team developed a battery of instruments including the Grade 1-4 survey, environmental scans, Grade 1-5 student surveys, teacher and principal surveys that required necessary but extensive analysis, following the issuing of quick reports;
- School specific assessment review and approval process at the MOE took over a month of work, following workshops conducted with MOE staff to approve the instruments – translations were a major concern of the MOE, which LETS resolved by hiring MOE-approved translators. LETS missed the May window of opportunity to conduct the student surveys associated with the school-specific assessment in public schools, and re-sequenced the data collection for the SSA, beginning with focus groups and teacher surveys over the summer;
- School selection process did yield the anticipated numbers of schools, but the criteria for consideration led LETS to hard schools in underserved areas of the country, as well as to smaller schools ignored by development programs in the past;
- The methodology of the impact evaluation based on difference-in-differences and two-stage least squares had challenges in measurement of behaviors. Staff examined and reexamined the Knowledge, Attitudes, Practice Survey (KAP) and School Climate (perceptions) surveys to ensure comprehensiveness, cross-walking across role groups, and behavioral outcomes that were inclusive of motivation, intention, self-efficacy beliefs, and collective efficacy – the last of which has been demonstrated to be more important than SES in predicting school effectiveness in studies conducted internationally. Ministry review and internal review processes sometimes changed not just the translation but the type of behavioral measure.

Associated Actions

- LETS has worked closely with the Ministry of Education to ensure instrumentation is acceptable and approved to technical and grammatical standards;
- LETS has rigorously reviewed and tested items in the questionnaire to ensure their reliability;
- LETS has involved the Ministry in every step of development and implementation, while taking a more direct lead in analysis and reporting;

- LETS suggested that the MOE form an Analysis Committee, which would review the findings and reports from a technical perspective, and approve the findings of the report;
- LETS has presented findings to the Technical Committee and USAID partners in order to gain consensus on the direction of program design and the priorities to be tackled through the three-semester intervention.

F. Program Component 2: Establishing Improved Learning Environments

The second component of LETS is dedicated to program interventions that form the basis of school-based programs. The foundation of a three-semester intervention include: (a) communications and social marketing for positive behavior change, (b) capacity-building programs, and (c) school- and community-based learning environment improvement projects supported by grants to CBOs and seed fund procurements by LETS for schools. All three elements are to work together to provide participating schools with experiential learning in environmental improvement and positive behavior change. An integrated design, built upon assessments and quality assurance, provides learning environment teams with training to develop a vision, values, behavior expectations, plans for improvement, classroom management skills, as well as project-specific knowledge and skills for designing and implementing programs.

Objective 2.1 Develop Strategic Communication Plan

Successes Achieved in Quarter 4

- The team finalized the Communications Strategy, placing emphasis on four main behaviors linked to caring, healthy, safe and engaging: I will care for myself, others and the environment, I will be responsible, I will be safe, and I will be a good citizen. The matrix for behavior includes related behaviors and social-emotional competencies, such as self-regulation;
- The team developed social marketing ideas and scripts that have been shared with USAID and the MOE, including draft radio spots, , , to help with unifying and harmonizing various program elements and “dosing” the target audience with messages that reinforce their work in improving their schools.

Challenges

- As USAID has disallowed branding following the end of accreditation, the team has been thinking of alternative ways of harmonizing the elements of the LETS intervention;
- Locally developed social marketing plans at the level of the school – proposed to meet contract deliverables – needed to be supplemented by a program-wide plan that addresses the needs for harmonization yet remains school-focused;
- Consensus on prioritization has been difficult to reach, given the needs of this quarter to find monies to boost the coaching interface;
- Weaving communications and education into a unified program – from implementation planning to the design of capacity-building programs and projects has been difficult, given the desire of our interdisciplinary team to draw upon best evidence-based practices from PBC programs and education approaches to effect change in learning environments and behavior in schools

Actions

- Finalize the communications and social marketing plans based on feedback from USAID;
- Prioritize design and production of social marketing materials in keeping with USAID directives of the COR;

- Provide schools with materials and associated basic package items that promote local social marketing planning for the school community.

Objective 2.2 Improved Awareness of and Commitment to Positive Behavior Change (PBC)

Successes Achieved in Quarter 4

- The message compendium was completed in Arabic and was sent for approval by the Ministry of Education. Several meetings took place as part of the review progress; it was also submitted to USAID in English.
- The message compendium was pre-tested with a number of schools: teachers, students and principals, in a workshop on the 18th and 19th of July and was very well received;
- The communication strategy was finalized and submitted to USAID after internal review and also translated into Arabic and sent for review to the Ministry of Education;
- Selected a production company to assist in the program's social marketing efforts;
- Drafted radio ad spots for USAID and MOE consideration for use in creating awareness of the importance of the learning environment;
- Produced prototype, demonstration theme songs for the program's marketing strategy;
- Received approval from USAID on Social Marketing and Positive Behavior Change Plan

Challenges

- No challenges

Actions to be taken

- Begin demo and draft production of material and submit to USAID for approval to begin full-scale production and implementation

Objective 2.3 Improved Capacity for Positive Behavior Change (PBC)

Successes Achieved in Quarter 4

- The LETS program outline (three-semester program) was submitted to MOE and USAID and approved;
- A training program outline corresponding to a training-coaching interface has been submitted and approved by the Ministry of Education and USAID;
- A schedule for pilot training program materials submission on a rolling basis was submitted to USAID and MOE for review and approval; using this schedule, a first batch of training materials was submitted to the MOE and approved by a committee comprised of the Ministry of Health and Ministry of Education, including one member of the ETC;
- A "soft launch" of the program began on the second week of school in the Fall 2012 semester. Coaches have thus begun implementation in schools.
- Twenty-seven coaches have been assigned to 120 schools, following a shift of Cohort 1 and Cohort 2 numbers in September 2012, with ratios of less than 1 coach per every 5 schools.
- Final outline of Coaches interface was developed in cooperation with the ASK team, content development was divided into three batches for the first semester and content development committee members were assigned specific tasks. Content was developed for batches one and two and finalized and reviewed by the MOE; batch three is still under development.

Challenges

- Given the differing templates and formats used historically by the MOE, for capacity-building programs (health-competent schools, etc.), LETS has been challenged in designing of the materials themselves, and coordinating the program guide, trainer notes, trainee handouts and

powerpoints to ensure coaches work with packages that they are familiar with. The technical committee has approved the package components and received explanations of the contents;

- Different opinions on the balance between coaching and training, and the time required to deliver the program, based on coaching constraints;
- The Ministry of Education and the LETS team have not yet fully mastered the content and progression of standard international learning environment/positive behavior programming in education, drawing on literature from positive behavior interventions and supports, response-to-intervention, social and emotional learning, restorative practice, among others. The main issue to be resolved is raising awareness that safe, healthy, caring and engaging environments will likely serve 100% of the students, of which 80% will find universal, school-wide conditions sufficient for meeting student needs.
- Planning the development of future content materials in line with program design and timetable
- Determining areas of responsibility and collaboration between Component 2 partners, JHU and ASK and coaches.
- Working in both languages and on several copies for both the message compendium and the communication strategy

Actions taken and to be taken

- Worked in August-September to reprogram monies to support a more robust coaching interface;
- Continued to reduce the weight of the core training and coaching, and moved many activities to optional, project packages that will be part of the Semester 2 and 3 menus for interventions;
- Started to reorganize Component 2 management configuration, revisiting lines of authority of its members and taking into account technical strengths of team members and partners.
- ;

Objective 2.4 Empowered school communities develop and implement PBC activities in 320 schools

Successes Achieved in Quarter 4

- The team completed a draft of the grants manual and submitted it for approval to USAID;
- A Menu of Interventions was authored to provide schools with project ideas;
- A schedule of budget ceilings for combined grants and seed monies were developed for different sizes of schools;
- A basic package was developed for schools to be used during the first semester project to develop behavior expectations and communicate learning environment improvements across the school community;
- Mechanisms have been developed for future seed funds;
- A draft RFQ has been shared with the Creative HQ for approval;
- Based on the last version of the program design, a narrative description of each intervention was developed to act as a guide of reference to the school. A number of drafts were developed based on the changes on the program design, and the final version which is based on the revised SOW of LETS will be developed over next quarter.

Challenges

- No challenges to the implementation of grants and seed funds. Last-minute decline of the Grants Manager job offer by LETS's preferred candidate two days prior to the commencement date of employment
-

Actions to be taken

- Issue RFQ for the basic seed-fund package of materials for school projects as soon as possible;
- Develop list of vendors that might participate in future procurements – or settle on a blanket agreement that will be used for all future procurements;
- Finalize grants manual and begin the process of developing RFA and promoting the program in the field directorates

COMPONENT 2 SUMMARY FOR YEAR 1

Major Successes Achieved this Year

- Communications Strategy Finalized, building upon values and positive behavior expectations; associated social marketing plan in draft format;
- Associated message compendium drafted with menu of activities;
- Health Ambassadors and peer counseling concepts drafted and approved by Working Group; reviewed by USAID; concept refined based on USAID feedback (learning environment student leadership and peer tutoring/support) and placed in the Menu of Interventions (Projects);
- Program design (three-semester) condensed, with mandatory activities placed in optional Menu of Interventions; program design approved by USAID and Ministry of Education;
- Capacity-building program and coaching interface drafted and approved by USAID and Ministry of Education;
- First training materials (Batch 1) authored and approved by Ministry of Education (Arabic)
- Program guide currently under revision
- KAP Survey drafted for monitoring of behavioral outcomes of the program, linked to program activities;
- Prototype communications and marketing concepts developed for consideration by USAID and MOE (logo, theme song, radio spots, giveaways and incentives)

Major Challenges this Year

- Main issues were primarily related to deriving internal consensus on three-semester program, making it less dense, so as to maintain it within the parameters of budget and availability of coaches in schools;
- Engaging the team in exercises to weigh trade-offs and priorities in order to increase the coaching interface;
- Obtaining MOE consensus on structure and function of school-based leadership, and links to the field directorate (Education Development Councils);
- Agreeing with Ministry of Education and Ministry of Health on elements to be included in the KAP that address a safe, healthy, caring and engaging learning environment;
- Obtaining timely MOE approvals on shorter review and approval processes that do not involve word-for-word language editing of long documents;
Preparing the field for operations, particularly in 12-13 “hard” schools identified by coaches, where the challenges include (a) very poor infrastructure coupled with high school expectations that LETS will solve these problems, (b) lack of school director commitment to the program, (c) school director antipathy towards the head of the counseling division in a field directorate office, (d) lack of meals for training participants

Associated Actions

- Designing interventions with the MOE that moved program elements from the core program and into optional projects, while strengthening the optional offering through the inclusion of best evidence-based programs worldwide;

- Reached agreement with the MOE on a simplified approval process for pilot program development;
- Developing closer design relationship with all members of the team involved in the design process, including the instructional designer, and reaching agreement on set of common templates to be used for the capacity-building program;
- Refining social marketing planning, which was to be local and school-based, in order to discuss common elements that would apply across all program schools, while dropping branding and logo ideas, as agreed with USAID;
- Develop a graduated program design and development schedule that is acceptable to both the MOE and USAID.

G. Program Component Area 3: Institutionalizing Improved Learning Environment

LETS is supporting the Ministry of Education to create a system of learning environment quality assurance. LETS has worked with the Ministry of Education's Working Group to develop learning environment standards and corresponding quality assurance manual with instruments that provide evidences that schools can use to document their progress towards learning environment quality. The component previously included accreditation, but the accreditation objective was dropped between the end of last quarter and the beginning of Quarter 4.

Objective 3.1. Stronger MOE capabilities and policies sustain quality assurance systems

Establish and apply a set of learning environment standards

The Component 3 team hired Dr. Ali Yaghi, a consultant with previous experience in developing and implementing quality assurance and accreditation systems for Higher Education in Jordan. Dr. Ali met with various members of the MoE, including the working group, Dr. Saleh Al Khalayleh, and the new Director of the Standards Directorate Ms. Sahar Hammouri and received feedback on the status of existing quality assurance systems at the MoE. Dr. Ali conducted a two day session in August, 2012 with members of the working group to update standards and associated indicators. The standards were sent to the MoE for approval and approval was received on the 5th of September, 2012.

Develop system tools and procedures; build capacity for MOE to implement

The Component 3 team with Dr. Ali Yaghi and another local consultant, Basma Ammari, worked on developing QA tools and templates to be used by schools for data collection, self-assessment, and regular observation and improvement. These tools include behavioral, health and safety logs, classroom observation tools, improvement planning templates, physical infrastructure scans, amongst others. These tools were developed as part of the QA manual that was sent to the MoE and USAID on the 23rd of September, 2012. The MoE is currently reviewing the manual and providing feedback on specific areas.

In addition, the tools were piloted and reviewed by members of the ASK team, who provided feedback on the clarity and practicality of the tools.

Training material on instrumentation was developed in September for delivery to schools by the ASK coaches. Training will be specific to the members of the Learning Environment Teams at schools, who will be responsible for sustaining the program and providing on-site training to other members of the school community.

Successes Achieved in Quarter 4

- Submitted learning environment quality standards to the Ministry of Education for approval, and received approval;
- Developed draft quality assurance manual and submitted it to USAID and MOE for approval;
- Developed draft training materials to be used in the three-semester program;
- Developed assessment tools and templates for schools to use as part of quality assurance system.

Challenges

- The main challenge has been to develop working relations with the Directorate of Standards, which is newly created;
- Managing the drafting and approval process for simplifying the evidences and aligning them to the standards modified by the Ministry of Education

Actions to be taken

- Meet with Ms. Sahar Hammouri to discuss feedback on QA manual and amend accordingly, in order to receive final MoE approval.
- Train ASK coaches on QA process in preparation for implementation at schools.
- Pilot the tools and rubrics with a selected number of schools for feedback.

Objective 3.2. Accreditation System Established and Functioning

This Objective has been cancelled as of Quarter 4, FY 2011-2012, and acknowledged in the Project Implementation Letter signed by USAID and the MOE. This objective was cancelled due to reservations about the MOE's financial commitment to accreditation and its capacity to sustain the system after the end of the LETS program.

COMPONENT 3: QUALITY ASSURANCE AND ACCREDITATION: SUMMARY FOR YEAR 1

Achievements This Year

- Developed Concept Note for comprehensive system of Accreditation and Quality Assurance, gaining Technical Committee support for the design of the system, and options for a three-semester accreditation that could serve as building block for wider school accreditation;
- Developed process for screening potential accreditation service providers, and introducing the Ministry of Education to AROQAE, a not-for-profit organization supported by the Abu Ghazaleh Foundation; The Ministry committee voted unanimously, with the abstention of one member for moving forward with Abu Ghazaleh;
- Drafted Scope of Work to select an accreditation body, following Ministry of Public Development's decision to request the MOE to seek competitive procurement;¹
- Drafted Quality Assurance Standards and received Ministry of Education approval for the standards
- Drafted Quality Assurance Manual, with rubrics for proficiency standards and instruments used for evidences;

Major Challenges this Year

¹ The accreditation activity was cancelled by USAID given the limited likelihood for MOE institutional support to sustain an accreditation system.

- Assignment of Component 3 to LETS assessment activities, where they worked on tools related to instrumentation that is now part of the QA system, but which pre-occupied them so as to delay the start of Component 3 technical work
- Lack of MOE commitment/strategy to funding accreditation in the long-term, prior to the cancellation of the accreditation portion of the SOW;
- Need to develop awareness and commitment of MOE to the learning environment and accreditation demands beyond “healthy schools”
- Developing working relationships with the newly-created Directorate of Standards, which was not officially represented in the LETS Technical Committee
- Exclusion within the technical committee of quality assurance director and others, who thus provided limited support to program objectives;
- Lack of MOE guidance in carving out a path for accreditation body selection;

Associated Actions

- LETS is developing new working relationships with Sahar Hammouri at the Directorate of Standards, and Mohamed Al-Bow in the Quality Assurance Directorate in order to assist them in implementing the learning environment quality assurance system;
- LETS is streamlining QA Manual, instruments and evidences to ensure system meets the current capabilities of schools;
- LETS is placing QA at the core of the functions of the school teams and directorate services, and will be among main foundations for sustainability strategy and capacity-building strategy.
- LETS will train schools and field directorates in the next quarter on quality assurance, and monitor progress in implementation with the assistance of coaches.

H. Contracts, Finance and Implementation

During this quarter, USAID and Creative Associates assessed the management and operations of LETS, developing first a progress reporting plan for deliverables due between June 15th and August 15, 2012. As training materials production fell behind schedule for implementation during the start of the academic year, a more detailed assessment was conducted, and recommendations made to (a) change senior LETS management, (b) improve invoicing and billing procedures, (c) quality assurance procedures, (d) ministry approval processes, and (e) revisit staff structure, responsibilities and subcontractor assignments. In order to ensure proper support at the school level, Creative and USAID worked to reduce the total number of schools in Cohort 1, and to assign savings from the cancellation of accreditation activities to boost the coaching interface. Under the new arrangements, there will be approximately 1 coach assigned to every 5 schools, as opposed to every 9 schools. The LETS team also worked with USAID on designing a revised scope of work for the project, which USAID anticipates releasing formally at the beginning of November 2012, when LETS is due for realignment under USAID’s procurement timetable. During the period, LETS Project Director, Sylvia Ellison and Creative Finance Director, Mr. Peter Kapakasa, visited Jordan and met with USAID. The Creative HQ Senior M&E Associate, Velina Petrova also joined the team in September to provide technical support to Component 1 and 3.

1. Guidance and Approvals

- Approval for Dr. Marian Robinson, (and travel), consultant approval: July 8, 2012; travel: July 10, 2012
- Approval for Dr. Ali Yaghi, QA Advisor, July 10, 2012
- Approval to hire consultant, Laith Zumot, statistician, July 24, 2012
- Increase of LETS Obligation of \$3.65 million, July 25, 2012

- Approval for hiring of Grants Assistant, Laila Gharaibeh, September 4, 2012
- Approval for hiring and travel Dr. A. James Artesani, Capacity Advisor, August 27, 2012
- Approval for travel of Ms. Amrita Gill-Bailey, JHU/CCCP Regional Director (Sept 7-14), August 30, 2012
- Approval for travel of Sylvia Ellison (Aug 9-Aug 29; through Sep 18, 2012), LETS Project Director, August 8, 2012; Extension approval: September 12, 2012
- Approval of SOW and travel, Dr. Velina Petrova (Sept. 5-11, 2012), Travel: August 23, 2012
- Contract Modification, Request to proceed in fielding coaches 1:6 ratio, September 24, 2012

2. Quarterly and Annual Financial Report

Table 1 below provides a financial summary for the project:

Table 1: LETS Financial Summary to Date

Obligation	Total Expenses thru Aug 31 2012*	Obligated funds remaining	Remaining Balance in approved budget	Projections Year 2 (Sep 1 2012-Aug 8 2013)**	Projections Year 3 (Aug 9 2013-Aug 8 2014)***	Total Approved Budget Base Period

III. Deliverable or Result Status

Table 2: Deliverables and Results for this Quarter

Project Document	Deadline ¹	Submission Date	Revisions / Resubmissions	Approval / Comments Date	Comments
LETS GENERAL					
Quarter 3 Report	July 15, 2012	July 15, 2012	August 1, 2012	August 5, 2012	
LETS Year 2 Action Plan / PMP With New Impact Evaluation Field Plan; Revised "Deliverables Plan"	June 15, 2012	June 17, 2012	June 21, 2012	June 27, 2012	
Implementation Plan and PMP	January 15, 2012	January 16, 2012	January 30, 2012	February 21, 2012	Implementation Plan developed with Technical Committee (First, Five-Year Plans)
Quarter 2 Report	April 15, 2012	April 15, 2012	April 26, 2012	April 30, 2012	
Quarter 1 Report	January 15, 2012	January 16, 2012	**	**	Main comments on associated IP and PMP (see above)
COMPONENT 1					
School Self Assessment – Impact Evaluation Methodology (revision)	NA	August 8, 2012	NA	(August 13, 2012)	Revised sampling frames; SSA-QED
Impact Evaluation / School Specific Assessment Design	April 1, 2012	May 9, 2012		Conditional: May 16, 2012	Upon simplified tools
General Survey Assessment – Full Report – English	Quick Reports – Dec. 22, 2011 First Draft - January 28, 2012 Final Draft, February 7, 2012	February 12, 2012	May 14, 2012	Pending finalized recommendations	Extension was granted by USAID in MOM of 2/9/12; late submission of first-final drafts
General Survey Assessment (Summary Report) – English GSA (Summary Report) - Arabic	NA	NA	May 2, 2012 May 14, 2012	Pending finalized recommendations	Arabic sent to MOE on May 14, 2012; not originally a deliverable or product

Project Document	Deadline ¹	Submission Date	Revisions / Resubmissions	Approval / Comments Date	Comments
Draft Methodology for Selection of Schools	January 15, 2012 (criteria) February 1, 2012 (final)	January 16, 2012 February 14, 2012	January 30, 2012 February 14, 2012	February 24, 2012	Approved by MOE Analysis Committee
COMPONENT 2					
Three-Semester Program (Capacity-Building –Principals, Teachers, Counselors, SST (Training/Coaching), Projects, QA, Assessments)	July 15, 2012				Program not completed on schedule; design in phases
Architecture / Training Coaching Interface (SST, Teacher, Counselor, Principal – General and Specialized Trainings)	NA	July 15, 2012	Multiple	July 25, 2012 (architecture) Sept. 16, 2012 (coaching interface)	Completed
Batch 1 (Introduction)	Sept. 26, 2012 ⁴	September 26, 2012	**October 3, 2012	NA	Completed: MOE approved
Batch 2 (Vision, Leadership)	October 3, 2012 ⁴	**	**	NA	In process
Batch 3 (QA, Etc.)	Oct. 10, 2012 ⁴	**	**	NA	In process
Media Activities, Social Marketing Plan ³	NA	September 22, 2012	Multiple	*October 11, 2012	Linked to strategy and compendium
Menu of Interventions (elaboration of project ideas from Menu of Activities – including LE ambassadors, peer tutoring, etc.)	July 15, 2012	August 23, 2012	In Process	Pending	Near final; linked to school project ideas; evidence-based practice
Communications Message Compendium, Menu of Activities	April 15, 2012 (draft) July 15, 2012 (final)	July 15, 2012 July 31, 2012	Revisions with MOE	NA	Focus on school-wide behavior expectations
Grants Manual	July 15, 2012	July 20, 2012	September 16, 2012	Pending	
Communications Strategy	Strategy Draft, April 15, 2012 Final Plan, July 15, 2012	July 15, 2012	No comments received	Pending	April: late submission; coaches input received third week of April during internal orientation

Project Document	Deadline ¹	Submission Date	Revisions / Resubmissions	Approval / Comments Date	Comments
School Support Team Concept Note	NA	June 11, 2012	September 6, 2012	Pending	MOE requested integration into EDC structure
COMPONENT 3					
LETS QA Manual	Aug. 15, 2012 ²	August 15, 2012 (Arabic) September 22, 2012	In Process	Pending	MOE review process ongoing
Learning Environment Standards and QA Tools	February 16, 2012 (main framework) Jul. 19, 2012 (draft) Aug. 10, 2012 ² (approved)	February 16, 2012 August 10, 2012	August 7-8 with MOE	August 12, 2012 (Comments)	MOE approval; SSA evidences integrated into QA system
Accreditation and Quality Assurance Concept Note	NA	Drafted Jan. 29, 2012	February 14, 2012	Cancelled with Accreditation	Approved by TC; awaited selection of accreditor

¹ Reflects new implementation deadlines set on January 8, 2012.

² Reflects implementation deadlines agreed to in June 17, 2012 for Fall implementation, which makes minor adjustments to January schedule.

³ Contract deliverable: in LETS approach, marketing plans are school specific formulated after school assessments, building upon communications strategy and message compendium informed by GSA; a program-wide marketing plan was later proposed for those school-level communications that would be generalized across all schools in the program.

⁴ Reflects outcomes agreed upon in USAID-LETS team meeting of September 20, 2012, and agreed upon with the Ministry of Education at the end of September.

Table 3: Cumulative Activity Report for LETS, Year 1 (2011-2012)

Component 1

Task (Activity Cluster)	Activities (To Complete Task)	Intended Outputs/ Outcomes	AP Target Date	Status	Deliverables	Q4 - 2011		Q1 - 2012			Q2 - 2012			Q3 - 2012			Q4 - 2012			M	
						8	9	10	11	12	1	2	3	4	5	6	7	8	9		
Intermediate Result Component 1: : Improved knowledge of school learning environments and identification of areas needing improvement by the education system and the community																					
Sub-Intermediate Result/Sub Component 1.1 Integrated positive behavior and learning environment data into MoE systems and processes																					
1.1.3 General Survey Assessment: Ministry presents survey findings to stakeholders and integrates data progressively into MOE systems	1 Analysis of first descriptive results	Preliminary report filed	January 28, 2012	Completed						X	X										
	2 Publication of main report findings and recommendations for school selection	General Survey Assessment Report submitted for review	Feb 7, 2012	Quick reports, Dec-Jan, 2012; Full Report-Eng. February 12 2012 SSA Summary/ Full Report-Eng., April-May, 2012	General Survey Assessment							X	X							X	
	3 General Survey Assessment results presented to MOE; communications plan is developed for dissemination	General Survey Assessment approved, along with dissemination strategy	Feb, 2012	GSA presented but not yet approved; Recommendations drafted May 31 st , finalized by TC by July 31, 2012; recommendations under review/ Nov.2012 revision	Communication Plan for dissemination							X								O	
	4 Dissemination and feedback of General Survey Assessment results in stakeholder workshops	feedback obtained and discussed	Mar. 2012	Incomplete: Dissemination strategy was to be determined by mid-August 15, 2012; pending review of recommendations, Nov.2012.	Dissemination Strategy								X								
Sub-Intermediate Result 1.2 Improved school and community access to learning environment data																					
1.2.1 Select 320 target and control, comparison schools	1 Stakeholder workshop to develop list of criteria for 320 schools selection	Criteria established for schools selection		Completed: through School Selection Methodology and MOE Analysis Committee								X									

Task (Activity Cluster)	Activities (To Complete Task)	Intended Outputs/ Outcomes	AP Target Date	Status	Deliverables	Q4 - 2011		Q1 - 2012			Q2 - 2012			Q3 - 2012			Q4 - 2012			M
						8	9	10	11	12	1	2	3	4	5	6	7	8	9	
	2 Following report and recommendations 320 schools selected and method of selection	School list established and approved	April, 2012	Completed	320 Schools Selected								X							X
	3 Determine schedule of interventions for cohorts (reaching 200 schools by end Yr.3)	Project phasing established for intervention in 200 schools	April, 2012	Completed									X							
	4. Resampling of schools based on 120 Cohort 1 schools, 200 Cohort 2 schools	Random assignment of 80 schools from Cohort 1 to Cohort 2; resampled intervention and control schools	Sept. 2012	Completed	120 School Selected for Cohort 1															X
Sub-Intermediate Result/Sub Component 1.3: Strengthened capacity in intervention schools in evidence-based decision-making to support nurturing of a positive learning environment																				
	2 Selection of comparison and intervention schools based on applications to the program	List of 500 comparison-intervention schools submitted and approved	April, 2012	Completed									X							
1.3.1: School Specific Assessment: Adapt school self-assessment tools	1 Discussion with MOE and stakeholders on adapting self-assessment tools and supporting LE instruments based on Gen. Survey Assessment results	Suggested modifications (if any) listed and approved	March-April, 2012	Completed									X	X						

Task (Activity Cluster)	Activities (To Complete Task)	Intended Outputs/ Outcomes	AP Target Date	Status	Deliverables	Q4 - 2011		Q1 - 2012			Q2 - 2012			Q3 - 2012			Q4 - 2012			M	
						8	9	10	11	12	1	2	3	4	5	6	7	8	9		
	2 Align assessment and self-assessment with standards criteria for QA and Accreditation	Standards: competency, performance standards established	March-April, 2012	Completed; assessments/ self-assessments being aligned with draft standards framework, incorporating SSA. – July through Sept. 2012								X	X								
	3. Author final tools and train schools and assessment teams in methodology	Training of enumerators and school staff completed; embedded in national programs	April 2012	In progress: SSA/QED Tools Approved in May, 2012; QED team to be trained in October, 2012										X							
	4 Conduct school assessment/self-assessment in 320 schools	School-specific surveys completed	May-June, 2012	Demographic data collected in June. Focus groups in July-August, 2012; teacher and staff surveys in August; incorporated into QA system											X	X					X
1.3.3 Develop quasi-experimental impact assessment and formalize performance monitoring	3 Establish baseline program indicators and targets; mid-year and end-of-project schedule for data collection	KPIs and targets established	May-Jul, 2012	In progress: KPIs established, targets to be finalized after impact evaluation in October, 2012										X	X	X				X	
	4 Finalize performance monitoring plans for USAID and MOE (ERfKE M&E)	PMP baselines established; KPIs determined	Jan, 2012	To be completed in stages; first draft approved Feb. 27, 2012; PMP revised in Sept. 2012 following change in Cohort 1; next stage following collection of baselines						X											X

Component 2

Task (Activity Cluster)	Activities (To Complete Task)	Intended Outputs/ Outcomes	AP Target Date	Status	Deliverables	Q4 - 2011		Q1 - 2012			Q2 - 2012			Q3 - 2012			Q4 - 2012			M	
						8	9	10	11	12	1	2	3	4	5	6	7	8	9		
Intermediate Result 2: Improved Learning Environments Established																					
Sub-Intermediate Result/Sub Component 2.1: Develop Strategic Communication Plan																					
2.1.1 Conduct strategic communication trainings	1. Train all LETS staff on strategic communication principles	40 Staff members trained on communication strategy	March 31, 2012	LETS team trained, minus coaches, Feb-Mar 2012; coaches participate in April, 2012 strategy development								X	X								
	2. Train technical committee and taskforce on strategic communication and how to develop communication strategy	30 members trained on strategic communication	March 31, 2012	LETS team trained task force in Aqaba, Mar-Apr 2012										X							
2.1.2 Develop a communication strategy	1. Identify stakeholders and hold meetings	Stakeholders identified and engaged	Jan-May, 2012	Committee named to work on communications strategy								X									
	2. Develop overarching communication strategy	Strategy developed	Feb-Apr, 2012	Prototype began in Aqaba workshop, end of March, 2012; submitted in early draft form to USAID, June 2012	Communications Strategy							X	X	X						X	
	3. Develop a behavior message compendium	Compendium developed	May-Jul, 2012	In progress; submitted in draft to USAID, June											X	X	X				
	4. Feedback and revisions, Final approval from stakeholders	Documents approved	Jul. 2012	Communication Strategy submitted to USAID																X	
	5. Disseminate strategy and messages	Schools have strategy for adaptation and messages	Jul. 2012	Submitted July 15 th ; messages currently disseminated in																X	

Task (Activity Cluster)	Activities (To Complete Task)	Intended Outputs/ Outcomes	AP Target Date	Status	Deliverables	Q4 - 2011		Q1 - 2012			Q2 - 2012			Q3 - 2012			Q4 - 2012			M	
						8	9	10	11	12	1	2	3	4	5	6	7	8	9		
				soft launch, Sept. 2012																	
Sub-Intermediate Result/Sub Component 2.2: Improved Awareness of and Commitment to Positive Behavior Change (PBC)																					
2.2.1 Media campaign	1. Design logo and brand with stakeholders	Logo/brand developed	Feb-Mar, 2012	Cancelled; Jul.12 th Meeting; Confirmed cancellation, Sept. 14 th by USAID							X	X									
	2. Pre-test logo and brand	Logo/brand pre-tested and revised	Apr., 2012	Completed with MOE									X								
	3. Produce and air media campaigns to establish logo and brand	TVCs, radio, social media spots	Aug-Sep. 2012	Prototypes developed only for radio														X	X		
	4. Design branded materials	Promotional materials	Aug.-Sep. 2012	Cancelled														X	X		
Sub-Intermediate Result/Sub-Component 2.3: Improved Capacity for PBC																					
2.3.1 Teacher PBC professional development training conducted	1. Develop teacher professional development materials	Training program developed	May-Jul, 2012	In progress	Teacher PD materials per program design									X	X	X				X	
	2. Train coaches on the teacher professional development materials program	Number of coaches trained	Sep 2012	In progress (as part of whole school training; prior to specialized training)															X		
	3. Design teacher training materials	Materials developed	May-Jul 2012	In progress (first materials developed, Sept 2012)										X	X	X					
2.3.2 Counselor PBC professional development training conducted	1. Develop counselor training materials	Counselor training program developed	May-Jul 2012	Counselor materials scheduled for Sem 2 in program, per program design	Counselor training materials per program design									X	X	X				X	
	2. Train coaches on the counselor training materials	Number of coaches trained	Sep 2012	Not started															X		
2.3.3 School director/SST PBC professional development	1. Develop school director /SST training materials	Training program developed	May-Jul 2012	In progress; first 3units or modules under development	SST/Director training materials per program									X	X	X				X	

Task (Activity Cluster)	Activities (To Complete Task)	Intended Outputs/ Outcomes	AP Target Date	Status	Deliverables	Q4 - 2011		Q1 - 2012			Q2 - 2012			Q3 - 2012			Q4 - 2012			M
						8	9	10	11	12	1	2	3	4	5	6	7	8	9	
training conducted					design															
	2. Training coaches on school director/SST training materials	Training program completed	Aug-Sep 2012	In progress, Oct. 2012 for director/SST														X	X	
	3.Design & Develop school projects training materials	Training materials developed	Oct-Feb,2012-2013	In progress																X
Sub-Intermediate Result/Sub-Component 2.4: Schools Plan and Implement PBC Projects																				
2.4.1 School Progress Monitored	1. Design and develop checklists, reports and profiles that community can use to track school progress towards LE goals and standards		Nov-Dec 2012	In progress; this work is part of the Quality Assurance system (checklists will be moved to Component 3)					X	X										
2.4.3 Distribute Grants to fund school- and community-based LE improvement projects	1 Design CBO grant mechanisms	Analysis and recommendations on grants program design filed	Apr.-May 2012	In progress in June, 2012; Draft Manual and protocols to be submitted July 20, 2012					X				X	X						
	2 Administer grants program and manual, and related compliance protocols	Grants manual approved	Apr-Aug 2012	Submitted July 15 th to USAID; comments received, integrated; with USAID for approval	Grants Manual								X	X	X	X	X			X

Component 3

Task (Activity Cluster)	Activities (To Complete Task)	Intended Outputs/ Outcomes	AP Target Date	Status	Deliverables	Q4 - 2011		Q1 - 2012			Q2 - 2012			Q3 - 2012			Q4 - 2012			M
						8	9	10	11	12	1	2	3	4	5	6	7	8	9	
Intermediate Result Component 3: Improved quality assurance and accreditation systems of learning environments for schools																				
Sub-Intermediate Result/Sub-Component 3.1: Stronger MOE capabilities and policies sustain quality assurance systems																				

Task (Activity Cluster)	Activities (To Complete Task)	Intended Outputs/ Outcomes	AP Target Date	Status	Deliverables	Q4 - 2011		Q1- 2012			Q2 - 2012			Q3 - 2012			Q4 - 2012			M
						8	9	10	11	12	1	2	3	4	5	6	7	8	9	
3.1.1 Establish and apply a set of learning environment standards	1 Convene MOE working group to examine learning environment standards	Working group established	Nov 2011	Completed					X											
	2 Review national and international frameworks, and SDIP tools and frameworks	Review completed	Nov-Dec 2011	Completed					X	X										
	3 Conduct workshop for MOE to review standards	Workshop report	Jan 2012 Mar-Jul 2012	Multiple WG Meetings held to develop and review standards;							X							X		
	4 Conduct national workshop on standards to review committee work	National workshop report	Jan 2012 July 2012	Technical Committee, WG and new Standards Directorate reviewed standards and committee work							X							X	X	
	5 review standards from planning committee/MOE	Standards documentation finalized for MOE review	Feb. 2012	Delayed: August, 2012								X						X	X	
	6 adopt standards document by planning committee /MOE	standards documentation adopted	Apr. 2012	Approved by MOE.										X				X		
3.1.2 Develop system tools and procedures; build capacity for MOE to implement	1 Review national and international protocols for operationalizing QA systems	Protocols and operational plans reviewed	Apr-Jul 2012	Protocols reviewed July, 2012									X	X	X					
	2 Select specific QA tools and procedures	QA frameworks, tools, procedures selected / SSA incorporated into QA	Creative QA&A / MOE Partners	July-Sept, 2012									X	X	X					
	3 Develop QA manual and training program	QA manual authored, approved	May-June, 2012	In progress, following simplification October, 2012										X	X				X	

Task (Activity Cluster)	Activities (To Complete Task)	Intended Outputs/ Outcomes	AP Target Date	Status	Deliverables	Q4 - 2011		Q1 - 2012			Q2 - 2012			Q3 - 2012			Q4 - 2012			M		
						8	9	10	11	12	1	2	3	4	5	6	7	8	9			
3.1.3 Involve teachers, parents and supervisors in assessment	1 Define roles for teachers, parents, supervisors in the system of QA and accountability and responsibility	QA accountabilities and responsibilities established	June, 2012	In progress; to be included in QA Manual, October, 2012																		
	2 Develop guideline materials for schools and directorates in providing QA support services	Guidelines authored	June, 2012	Guidelines issued in draft QA manual and reviewed by MOE, Sept. 2012; under revision																		
	3 Implement QA and accountability system for participation by community, MOE directorates and stakeholders	QA System implemented with local participation; QA reports	Jan. 2012	Tools and logs to be introduced in Nov. 2012 training; SSER to be completed by Dec. 2012;																		
Sub-Intermediate Result/Sub Component 3.2: Accreditation System Established and Functioning																						
3.2.1 Conduct an assessment to determine suitable home for accreditation body	1 Convene MOE working group to conduct assessment of potential accreditation bodies	Working group established	Jan-Feb 2012	Complete: Working group has reviewed concept note and implications for selection of accreditor																		
	2 Conduct assessment of capabilities and interests of potential organizations	Capabilities assessment completed	May 2012	Was in progress Cancelled, June-July, 2012																		
	3 Author recommendations to the MOE regarding selection of an accreditation body.	Recommendations on accrediting body issued	May 2012	LETS issued recommendation concept note, Technical Committee voted on selection; then Cancelled																		

Task (Activity Cluster)	Activities (To Complete Task)	Intended Outputs/ Outcomes	AP Target Date	Status	Deliverables	Q4 - 2011		Q1 - 2012			Q2 - 2012			Q3 - 2012			Q4 - 2012			M	
						8	9	10	11	12	1	2	3	4	5	6	7	8	9		
3.2.2 Design Accreditation System; build staff capacity to implement it	1 Collaboratively design the structure of an accreditation system	Accreditation system design framework finalized, approved	May 2012	Concept note drafted for framework of accreditation; submitted to MoE; then cancelled										X							
	2 Develop the operational procedures for the accreditation system	Operational procedures developed	May 2012	Cancelled, June-July, 2012										X						X	
	3 Develop a strategic plan for testing and rolling out the accreditation program	Strategic plan authored, approved	May 2012	Cancelled, June-July, 2012										X							X
	4 Design staff capacity building program for the accreditation body and participating schools and field directorates	Capacity building program designed and implemented	Jul-Sep 2012	Cancelled, June-July, 2012												X	X	X	X		X
3.2.3 Establish a recognizable accreditation brand (MOE, Accreditation body)	1 Convene MOE working group to create an accreditation brand	MOE Working Group established	Apr-May 2012	Cancelled, June-July, 2012									X	X							
	2 Review national brands and propose use of existing or new branding	Review of branding completed	Apr-May 2012	Cancelled, June-July, 2012									X	X							
	3 Adopt a brand based on pilot testing	Brand adopted and approved	Apr-May 2012	Cancelled, June-July 2012									X	X							

Note: Last Column: M=Milestone

PMP Table (Baselines and targets will be revised once treatment and control schools are selected and self-assessments are completed)

Table 4: LETS Performance Management Plan (PMP)

No.	Type ²	Proposed Indicator	Disaggregation	Base Line	Targets					Data Collection Plan		
					Y1	Y2	Y3	Y4	Y5	Frequency	Data Sources	Responsibility
LETS GOAL: Improve student behavior and school achievement in 320 schools												
1	C	% change in student attendance	School type, grade level, location	TBD	0%		20%		20%	Bi Annual	EMIS, school records	MOE
2	C	% of students/teachers who practice a positive behavior	Gender, School type, grade level, location	0%	0%		40%		60%	Y3 and Y5	KAP Survey (pre/post)	Project M&E
3	C	% of schools that report a reduction in negative behavior prevalent at their schools ³	School type, location, presence or absence in school plans	0%	0%		50% of 120 schools		50% of 320 schools	Y3 and Y5	Semester QA Reports	Project M&E
Objective 1: Improved knowledge of school learning environments and identification of areas needing improvement												
4	C	# of participatory self-assessments completed in the 320 target schools	School type, location	0	0%		120		200	Y2, Y4	Project M&E files	Project M&E
Objective 2: Improved learning environment for PBC established and sustained in 320 target schools												
Result 2.1: Communications strategy designed and implemented												
5	C	% of students/teachers who adopt/communicate one or more messages in the Positive Behavior Compendium	Gender, school type, type of message	0%			50% of students /teachers at 120 schools		50% of students / teachers at 320 schools	Y3 and Y5	Post KAP Survey	Project Team
Result 2.2: Increased PBC knowledge through social marketing campaigns												
6	C	% of those surveyed that have understood and acted upon at least one communication message	Type of message, type of communication medium, school, teachers,	0	0%		50%		50%	Y3 and Y5	Post KAP Survey	Project Team/Coaches

² C=custom indicator, OP=standard USAID Operation Plan indicator (or will be consolidated with other indicators to respond) designated by Mission, S=corresponds or contributes to performance work statement standard in contract, P=required PEPFAR indicator

³ X behavior will be determined based on self-assessment of the treatment/control schools and could include (depending on assessment results): level of disruptiveness, rates of office referrals, suspensions, physical and/or verbal violence

No.	Type ²	Proposed Indicator	Disaggregation	Base Line	Targets					Data Collection Plan		
					Y1	Y2	Y3	Y4	Y5	Frequency	Data Sources	Responsibility
			counselors, students									
7	C	% of target schools that have implemented individualized school communication strategies	School type, location	0%			120		320	Y2 and 4	Grants Manager Report	Coach/ LETS management
Result 2.3: Improved capacity of principals, teachers, and counselors to implement PBC												
8	S	# of teachers and counselors successfully ⁴ completing PBC training	School type, category of staff	0			1180 ⁵		TBD ⁶	Bi- Annual	QA semester reports	Project Team
9	C	% of surveyed students reporting that teachers practice Positive Behavior in classroom	Gender, school type, location	0%			50%		60% (of the 200 schools) 50% (Of the 120 schools)	Y3 and Y5	KAP Survey	School supervisors and coaches
Result 2.4: Empowered school communities develop and implement PBC activities in 320 schools												
10	C	% of PBC projects that have reached their PBC project goals ⁷	School type, location, type of project	(2 schools per project)	0		80% out of 240		80% out of 640	Y3, Y4, and Y5	QA Semester Reports	Project Team/ Coach
11	C	# of school projects that have received a grant	School type, location, type of project	0	0		240		640	Bi Annual (starting Y2)	QA Semester Reports	Project Team/ Coach/MoE
Objective 3: Improved quality assurance system for schools												
12	C	# of schools that have conducted the self assessment based on the standards each semester (i.e one self-assessments for each of the 3 semesters)	School, location	0			120		320	Y3 and Y5	QA Semester Reports	LETS QA Team Leader

⁴ Successful completion of training program is defined as teachers having attended 80% of training days. Training sheets will be filled out daily by all attendees, and coach will aggregate this data per training, and per semester.

⁵ of 1800 is based on 1/3 of teachers listed in EMIS data for the 200 schools selected.

⁶ Target for the 120 schools for the second phase of the LETS is to be determined once the 120 schools are selected.

⁷ Project goals will reflect improvement towards learning environment standards and improved school and student behavior.

IV. Training

No formal trainings were conducted by the LETS program during the summer-Ramadan period. Orientations and program “soft launch” activities involved coaches in schools during the last week of August through the end of the reporting period. Trainings started in early October and will be reported next period.

V. Project Management

A. Meetings with Stakeholders

Table 5: LETS Meetings by Date and Topic

Date	Participants and Meeting Topic
LETS General:	
Jul 16, 2012	Technical Committee Meeting (MoE) with H.E. Dr. Faiz Al-Saudi, re: accreditation and progress to date
July 25, 2012	Meeting of LETS, USAID and ERSP with American Youth Group in Jordan
August 15, 2012	USAID Partners Meeting: Second Chance Programming / Youth
August 31, 2012	USAID-LETS Meeting: Re: Challenges to Fall Semester Implementation
Sept 18, 2012	Community Partnership Projects' Integration Committee Meeting
Sept. 13, 2012	LETS-USAID Meeting on LETS Strategy/SOW/Contingencies, Meridien Hotel
Sept 26, 2012	USAID Partners Meeting: Education / Literacy / Professional Development
Sept 30, 2012	Meeting with Dr. Saleh Al-Khalaileh, Eng. Firyal Aqel re: Capacity Needs Assessment, Dr. A. James Artesani
Sept 30, 2012	Meeting with Nour Abu Al-Ragheb, Susan Ayari, USAID-Jordan/SSO re: Capacity Needs Assessment, Dr. A. James Artesani
Component 1: Assessment	
Jul 13-Aug 4, 2012	Meetings/Work Sessions with M. Robinson, C. Underwood, L. Zumot re: Impact Evaluation: Pilot Results, Validity, Instrument Revision, Sampling
Aug, 2012	Meeting with Dr. Saleh Al-Khalaileh, re: Impact Evaluation Plan / Data Collection
Sept 7-10, 2012	Meetings with Velina Petrova, briefing for USAID re: SSA
Sept 15, 2012	Meeting with MoE, Component 1 Working Group: re: Analysis and Reporting Plan for Impact Evaluation and Pilot Test Results (Chaaban Al-Qassas)
Component 2: PBC (Communications, Capacity-Building, Projects/Grants)	
July 9, 2012	Communications Working Group Meeting (LETS)
July 12, 2012	Branding and Accreditation, with USAID/COR and USAID/Communications
July 27, 2012	LETS Three-Semester Program Design Meeting with Partners, USAID
August 27, 2012	Communications Working Group
August 28, 2012	Communications Working Group
Sept. 10, 2012	Communications Working Group
Sept 10, 2012	Component 2 WG: LETS Program/Program Guide Review
Sept 19, 2012	Meeting with Gen.Ed., DCU, ETC regarding submission schedule for training program and program materials; formulation of review/approval committee with ETC representation
Component 3: Quality Assurance	
July 16, 2012	Meeting with Eng. Firyal Aqel and Dr. Saleh Al-Khalaileh, and USAID: re: PIL and the MOE's request to USAID to support development of MOE accreditation strategy
July 26, 2012	Quality Assurance and Accreditation Working Group Meeting
Aug. 2, 2012	Quality Assurance and Accreditation Working Group Meeting

B. Field Trips

Table 6: Field Trips by Date and Detail

Date	Details
Component 1: Assessment	
July, 2012	Coaches visit schools to conduct community and parent focus groups, prior to Ramadan.
July 10, 2012	Visit by School Projects Team Leader to field directorates (Jerash)
Component 2: Positive Behavior Change	
Wk Aug 21, 2012	Coaches administer Teacher Survey and introduce LETS program
July 3, 2012	Visit by School Projects Team Leader to a school in Jerash
July 8, 2012	Visit by SPTL to 2 schools in Jerash and Ajloun
July 11, 2012	Visit by SPTL to a school in Tafeelah
July 12, 2012	Visit by SPTL to 2 schools in Jerash
July 15, 2012	Visit by SPTL to 2 schools in Amman 5 th
August 27, 2012	Visit by SPTL to 2 schools in Zarqa
Sept. 23, 2012	Coaches begin first semester soft launch program in 120 schools
Sept.23, 2012	Visit by SPTL to a school in Zarqa
Sept 26, 2012	Visit by SPTL to 2 schools in North Aghwar
Sept 30, 2012	Visit by SPTL to 2 schools in Wadi Al Seer
Component 3: Quality Assurance	
NA	

C. Consultants

Table 7: Consultants by Date, Name and Assignment

Dates	Name of Consultant	Activity & Deliverables
Cross-Cutting		
Sep.30-Oct.12, 2012	Dr. James Artesani	Capacity Assessment Consultant; LE Needs Assessment
Component 1: Assessment		
Jul.13-Aug.3, 2012	Marian Robinson	Analysis and Reporting Planning; Final Check of Methodology, Code Books and Tools to Prepare Analysis
May 7–Sept 20, 2012	Basma Ammari	M&E Update for PMP, and M&E tools – monthly and quarterly, semesterly reports, logs, for use by coaches
Jul 25-Oct. 31, 2012	Laith Zumot	Statistician, QED; revised sampling frame; report templates for teacher survey data;
Sept. 5–11, 2012	Velina Petrova	QED and SSA review; M&E strategy
Component 2: Positive Behavior Change		
July 2012 (while officially JHU Health Project, Amman)	Carol Underwood	Inputs into KAP Survey Instrument for Component 2; 2 assist in the development of the Analysis and Reporting plan.
Component 3: Quality Assurance		
July 1-Present	Dr. Ali Yaghi	Quality Assurance Standards Review; QA Manual Sections and Training Design Inputs

D. Requests to the Ministry of Education

Table 8: Requests by Date and Status

Date	Request	Status
July 2, 2012	2 Requests, (MoE LETS-M/12-07/54) and (MoH LETS-M/12-07/53) Request to invite members of the Communications Working Group to discuss the Behavioral Change of LETS. Date: Monday July 9 th , 2012	Approved in writing from MoH July 8, 2012
July 5,2012	LETS M/12-07/55 Request for a Technical Committee Meeting (MoE) Date: Monday July 16 th , 2012	Approved
July 22, 2012	2 Requests (MoE LETS-M/12-07/59) and (MoH LETS-M/12-07/60) Request to invite members of the Quality Assurance and Accreditation Working Group July 26 th , 2012	Approved
July 30, 2012	2 Requests (MoE LETS-M/12-07/61) and (MoH LETS-M/12-07/62) Request to invite members of the Quality Assurance and Accreditation Working Group Aug 2 nd , 2012	Approved
August 9, 2012	LETS-M/12-08/64 Request for approval of The Quality Assurance Standards.	Approved in writing Sept 5, 2012
August 22, 2012	LETS-M/12-08/68 Request to invite members of the Communications Working Group to attend the meeting held at LETS Offices (2 days August 27, 2012 and August 28 th , 2012)	Approved
August 23, 2012	LETS-M/12-08/69 Request for approval for enumerators to conduct the Quasi-Experimental Survey.	Approved in writing Sept 30, 2012
Sept. 5, 2012	LETS-M/12-09/72 Request to invite members of the Communications Working Group to attend the meeting held at LETS Offices (Sept. 10, 2012)	Approved

Date	Request	Status
Sept. 12, 2012	LETS-M/12-09/75 Request for approval for supervisors to conduct the Quasi-Experimental Survey.	Approved; enumerators provided to LETS
Sept. 19, 2012	LETS-M/12-09/78 Request for approval for the Training and Awareness Plan.	Approved; but not yet documented in minutes of meeting
Sept. 23, 2012	LETS-M/12-09/79 Request for approval for the Quality Assurance Manual	Comments received from MOE; approval pending
Sept. 24, 2012	LETS-M/12-09/80 Request for approval for conducting training sessions in the schools.	Approved
Sept. 26, 2012	LETS-M/12-09/83 Request for approval for the working Groups to attend the meetings for the Training and Awareness Plan.	Approved

